

## Get Help and Give Help!

Writer: \_\_\_\_\_

Peer Reviewer: \_\_\_\_\_

“Effective Writing is Rewriting”

### Guidelines for the Peer Review Process

Writing is personal. Writing is intimate. Writing is one’s thoughts exposed for others to read.

\*Please treat another person’s writing with this in mind!

\*Respect what your peer has written by offering constructive thoughts and suggestions!

\*Don’t take away voice! Make it stronger!

\*The goal is to help improve thoughts and ideas, not to rewrite them!

\*Rewriting is the job of the writer to make the paper more effective. The peer reviewer’s job is to help.

Engage with the writing in a critical way.

\*This should be very similar to what you do with the Articles of the Week.

Critical: exercising or involving careful judgment or judicious evaluation <critical thinking>
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The steps for the peer review process: (Talk about the paper after you have reviewed it.)

1. Peer reads quietly and critically records notes on the lettered items below.
2. Peer is prepared to begin the discussion with positive comments.
3. Peer and writer engage in dialogue that is constructive and specific.
4. Writer records notes from the discussion with peer’s suggestions.

A. Start by analyzing the thesis, the purpose for the paper. Use your careful judgment based on the content, not on the position of the sentence. You will need to read the entire paper through first before determining the main idea. You may need to reread and scan the paper to be certain about your judgment. Write your evaluation of the main idea here using your own words, not the writer’s words:

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B. Does the reader’s evaluation of the main idea match the writer’s intent? Discuss this after reviewing.

C. Does the paper fit the assignment? Why or why not?

D. Does each topic sentence in the paper support the thesis? If you cannot answer yes clearly, note your confusion in order to discuss it with the writer.

E. Is the order of ideas logical? Does it flow? If not, note any areas that seem to have an interruption in the sequencing.

F. Is there specific evidence within each paragraph to support the topic sentence? What is the evidence? Point to it and discuss how it supports the topic sentence and the thesis.

G. What is the most meaningful, original, or intriguing idea in the piece?

H. Begin the discussion by telling the writer what he or she did well. Say something like:

- Your strengths as a writer are \_\_\_\_\_
- These examples are great because \_\_\_\_\_
- Your strongest part is \_\_\_\_\_
- This part \_\_\_\_\_ caught my attention because \_\_\_\_\_
- I like the way you \_\_\_\_\_

Remember to BE SPECIFIC:

- Explain why the writing is unclear. What is confusing?
- Provide reasoning for suggested changes.
- Make realistic suggestions that improve the ideas (content) and flow (organization and sentence fluency).

Write long comments on another sheet

\*Use a number system and place a number on the essay where your comment should go and then write your comment on the other sheet of paper next to the corresponding number. (This is a footnoting system.)